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CONTENTS

	Page
Practices in Vocational Guidance in Secondary Schools	3
Departmental Communications	13
Interpretations of the School Law	15
For Your Information	17
Professional Literature	22

COVER

The picture on the cover shows a portion of the front of a modern type elementary school building at Fowler. Ample natural lighting of the classrooms is a feature of this building. Besides the large bank of windows with sills of normal height on one side of the room, there is a high strip of glass on the opposite side of the room. Control of light on the main windows is achieved by vertical drop awnings which can be adjusted from the classroom.

The floor is at grade level with doors from each classroom to make possible the development of outdoor classrooms.

Franklin and Kump, Jr., are the architects.

Practices In Vocational Guidance In Secondary Schools¹

AARON E. JONES, *Technical Director of the California Youth Study for
the State Department of Education*

Questionnaires relating to vocational guidance, vocational training, and placement were mailed to the principals of all public high schools, junior colleges, evening and day adult schools, continuation schools, and to 47 private schools for young adults in California in April, 1939. Replies were received from 397 schools as follows: high schools, 283; junior colleges, 22; adult day and evening schools, 64; continuation schools, 12; private schools, 16.

The purpose of the questionnaires was to get a picture of the activities of secondary schools, as principals of the schools saw them, in their attempts to train youth for work and to guide them into those fields of labor best suited to the abilities of pupils and most in demand for society and industry.

In *California Schools* for August, 1939, there appeared a statement of the provisions for guidance in high schools in California as reported by the guidance staffs or counselors.² The principals were asked somewhat different questions so that the total picture of vocational guidance activities in California schools will be more complete. If there are some differences in the details of the picture painted by the counselors from that painted by the principals, as there are sure to be, some of those differences will be due to the fact that things observed look different from different points of view.

The first section of the questionnaire listed various vocational guidance activities or practices often mentioned in books on the subject. Principals were asked to indicate the extent to which each practice followed was definitely planned, incidentally, or not at all. Table 1 is

¹This article is another in a series of reports on the findings of the Youth Survey conducted during the spring and summer of 1939 by the California State Department of Education and the California State Relief Administration with Dr. Aaron E. Jones as the technical adviser. Previous articles included the following: "Youth Survey," *California Schools*, X (May, 1939), 105-107; Aaron E. Jones, "Progress of Youth Study," *California Schools*, X (June, 1939), 133-139; Aaron E. Jones, "Provision for Guidance in High Schools of California as Revealed by Youth Study," *California Schools*, X (August, 1939), 193-203; Aaron E. Jones, "Mobility of Youth," *California Schools* X (October, 1939), 258-59. Other articles continuing these reports will appear in subsequent issues of *California Schools*.

²Aaron E. Jones, "Provision for Guidance in High Schools of California as Revealed by Youth Study," *California Schools*, X (August, 1939), 193.

a summary of the 397 replies, presenting a percentage distribution of schools according to type and extent to which each practice is followed. Some principals indicated that certain practices in their schools were followed incidentally in some instances and were definitely planned in others, or that certain aspects of a practice were followed incidentally, while other aspects were definitely planned. In such cases the percentages given for a given practice will total more than 100. In cases where principals failed to indicate whether or not an activity was followed, the percentages will be less than 100.

Administration of Aptitude and Interest Tests

Of all the principals replying, 37 per cent stated that tests were not used in their schools, 23 per cent used them incidentally, and 30 per cent used them as a definitely planned phase of vocational guidance. The percentage of high schools having definite plans for the use of aptitude and interest tests increased, generally, as the size of the school increased.

A substantial part of the larger high schools and junior colleges administer aptitude and interest tests as a part of a definite plan of vocational guidance, but in other schools these tests are not used at all or are administered only incidentally.

Survey of Fields of Work

A much greater part of the schools make definitely planned attempts to acquaint students with the different fields of work, the frequency of incidence of the plan increasing noticeably with the increase of enrollment of the high schools and junior colleges. Fifty-six per cent of all the schools reported that they had planned procedures for acquainting their pupils with the work of the world. The evening schools seem to perform this task only incidentally.

It is important that occupational information be gathered and constantly brought up to date for the assistance of guidance officials in their work; it is equally important that the pupils be made acquainted with the facts to assist them in making choices of vocations. Sixty-four per cent of the high schools and 77 per cent of the junior colleges undertake to do this systematically for their students; but less than one-half of the students in the smallest schools receive such consideration. However, 64 per cent of this group give incidental attention to this activity.

Approximately one-third of the private schools try either incidentally or systematically to make their pupils familiar with the kinds of work to be done in the world.

TABLE 1
Percentage Distribution of Schools Following Certain Vocational Guidance Practices, by Type of School and Extent of Use

TYPE OF PRACTICE AND EXTENT OF USE	TYPE OF SCHOOL					
	HIGH SCHOOLS	JUNIOR COLLEGES	EVENING SCHOOLS	CONTINUATION SCHOOLS	PRIVATE SCHOOLS	TOTAL ALL SCHOOLS
USING APTITUDE AND INTEREST TESTS						
None	34	5	69	17	31	37
Incidental	25	27	12	25	12	23
Planned	33	64	9	42	37	31
ACQUAINTING PUPILS WITH FIELDS OF WORK						
None	0.7	5	14	8	13	4
Incidental	39	18	69	50	38	43
Planned	64	77	19	50	37	56
ACQUAINTING PUPILS WITH EDUCATIONAL PREPARATION FOR VOCATIONS						
None	1	5	8		6	3
Incidental	36	32	66	50	44	41
Planned	55	59	27	78	31	50
ARRANGING EXCURSIONS TO INDUSTRIAL AND WORK CENTERS						
None	18	18	44	25	6	22
Incidental	48	41	30	33	44	44
Planned	29	27	19	17	19	26
USING OUTSIDE EXPERTS TO COUNSEL						
None	15		25	8	13	16
Incidental	44	41	34	33	38	42
Planned	36	50	33	58	37	37
USING EXPLORATORY COURSES						
None	35	36	61	33	56	40
Incidental	24	9	19	8		21
Planned	32	32	14	42	12	28
PREDETERMINING INDUSTRIAL NEED FOR ADDITIONAL WORKERS						
None	34	14	42	25	50	34
Incidental	33	36	34	33	13	32
Planned	25	32	19	33	6	24
COUNSELING ON VOCATIONAL INTERESTS AND CHOICES						
None	2		9			3
Incidental	31	27	58	50	50	36
Planned	66	73	25	50	44	58
CO-OPERATING WITH INDUSTRY FOR PART-TIME EMPLOYMENT OF PUPILS						
None	52	27	66	50	66	53
Incidental	22	23	16	17	6	20
Planned	18	45	6	25	6	17
FOLLOWING UP PLACEMENTS						
None	61	23	66	17	56	58
Incidental	19	41	16	17	6	19
Planned	11	36	6	58	6	13
NUMBER OF SCHOOLS REPORTING	283	22	64	12	16	397

Educational Preparations for Vocations

Many young people have desired to enter various fields of work and have centered their hopes upon doing so, only to find that the road of preparation is too long or too difficult for them to travel. Others have thought they were preparing themselves for certain fields of labor, but have later found that they have taken the wrong course or way. Some have been victims of unscrupulous schools or short-cut paths to desired skilled trades or professions. Many have succeeded in securing the necessary skills and have entered their vocations only to find that certain conditions, about which they did not know, make the work distasteful and undesirable.

Three-fourths of the larger high schools and junior colleges have definite plans to acquaint their students with educational preparation needed for various vocations. The activity is not closely related to size of high schools, however, as two-thirds of the high schools with enrollments of 150 to 299 make definite plans for this work. Only 1 per cent of the high schools, 5 per cent of the junior colleges, and 3 per cent of all the schools do nothing in this phase of vocational guidance.

Excursions to Industrial Plants and Business Houses

Excursions to places of vocational interest are frequently being made by many classes in many schools. Some school systems provide school busses or other means for transporting students to and from such centers of interest. The replies from 397 school principals indicate that such visits are made incidentally and without any previous and systematic plans. The percentage of high schools and junior colleges making carefully planned visits to industries increases, in general, with the size of the school. About one-fourth of the schools have a regular school program for visits to industrial and business firms.

Counsel of Outside Experts

It is often less expensive to bring experts in various fields of work to talk with a group of students and explain the work done. Here again the city schools can have this kind of assistance more often than can the rural schools because there are more experts in the cities. Practically all of the schools bring in these experts, either incidentally or as a part of a well-planned educational scheme, but only 37 per cent make careful plans for this phase of education. Forty-two per cent of the schools carry on this educational activity only incidentally, and 16 per cent do nothing in this type of vocational guidance.

There seems to be but little relationship between the size of the school and plans or lack of plans to bring in experts from the various

fields of labor, except that the smallest schools do not do much in this field of activity.

Exploratory Courses

Many educators advocate a plan for providing short exploratory courses in the fields related to work and occupation. These courses are usually to begin in the junior high schools and continue through the tenth grade. The objective in these exploratory courses is to give the pupil enough experience to enable him to choose intelligently fields for more specialized attention in the upper years of high school. Others would continue the exploratory courses through all the years of high school and then expect the pupil to begin specialization in his chosen field during his college career or in trade school.

Considering the 397 schools as a whole, it has not yet become common practice to provide exploratory courses to enable students to sample various fields of occupations. This practice is not followed at all in 40 per cent of the schools, and in 21 per cent it is done incidentally. The percentage of high schools offering such courses increases, in general, with the size of the school. More than half of the largest high schools offer such courses as a part of their plan of vocational guidance.

Survey of Need for Workers in Fields of Labor

It is very important that schools and youth shall have the most accurate information possible, continuously kept up to date, concerning the immediate and future needs for various classifications of workers if there is not to be serious waste of effort and money and great disappointment.

Only one-fourth of the 397 principals who answered the questionnaires said their schools had made definite plans to determine the needs of occupations for additional workers, while 32 per cent of them stated that this information was obtained and used only incidentally. Three-fourths of the largest high schools make definite efforts to gather and use the kind of data under consideration, but otherwise the activity is not common among the schools.

Of course there is a question whether schools should be charged with the responsibility of gathering such information or whether other agencies may not more effectively perform this function. However, until other agencies do undertake to make the studies and until the findings are made available to the schools, there seems no course for schools to follow except to gather the data as best they can.

Stability of Occupations

Knowledge concerning the future of a trade or vocation—whether it will continue to be demanded by society or be outmoded by change of industry or new inventions—would be of value to youth at the time they choose their occupation. Surely the opinions and best judgments of men of experience who are familiar with occupational research are better than those of an inexperienced youth to guide him in his choosing. Such information must be based upon adequate forecasting of both immediate and long-term labor needs and accurate information of the working expectancy of those engaged in the many industrial fields; proper inventories of available workers; present and future trends of employment that are based upon past and proposed developments; and fluctuations of employment, both by occupations and by industry.

One-third of the 397 schools stated that definite plans are made to point out the relative stability of various occupations to students. Almost one-half said that this is done only incidentally, and about one-eighth failed to do anything about it. The general procedure seems to be to acquaint students only incidentally with the relative stability of various occupations. Some schools are doing about as much as can be done with present sources of information. The occupational leaflets published by the Oakland Public Schools give considerable information of the type here being discussed.

Counsel in Occupational Interests and Choices

Practically all of the 397 schools attempt, either incidentally or by planned methods to counsel the students concerning their occupational interests and choices. This is done by planned methods in two-thirds of the high schools, and in 73 per cent of the junior colleges. Even the schools with enrollment of less than 150 plan this service for pupils. It is important that such counsel and guidance be given, and it is equally important that the counsel be based upon accurate occupational information and full understanding of the pupil to be guided. In this direction, no doubt, schools have a great distance to go.

Co-operative Plan of Work and School

The arrangement existing between the Emily Griffiths Opportunity School of Denver and industrial and business firms of the city may be used as an example of what is meant by co-operative plans for work and school. Here the pupils of the school work for short periods and then attend school for like periods, during which they pursue courses of study closely related to the work they do.¹ Many other schools have made similar arrangements with industry.

¹ Alexander J. Stoddard, "Vocational Guidance in the Emily Griffiths Opportunity School of Denver." *Occupations*, XVII (October, 1938), 14-18.

The replies of the school principals in California show that the co-operative set-up has not been generally adopted. The difficulties confronted in making arrangements for the plan are responsible for the fact that few schools employ it. How much can or should be done in the future will depend upon many factors, such as (1) attitude of labor organizations toward the plan, (2) need of new workers by business and industry, (3) ability of the schools to give instruction in fields related to types of work to be done, (4) the diversity of the kinds of work to be done, and (5) the willingness of school men to disrupt the present plans of uninterrupted school work over extended periods.

Co-operative arrangements were indicated by 17 per cent of the California principals. Almost half of the largest high schools and more than half of the larger junior colleges had made such arrangements with private establishments. It is likely that these arrangements have been made for only one or two departments in the school and not for the school as a whole. Commercial departments, some shop divisions, and salesmanship classes are most frequently mentioned as having made a co-operative arrangement with industry.

One-fifth of the schools indicated that such arrangements had been made only incidentally, which probably means that no definite or permanent arrangement had been made, but that when the opportunity came for a student to work part time, the school had made adjustments for part-time school work for him also. More than half of all the schools did nothing about this plan.

It would be an easy task to find many statements from authorities on counseling and placement to show the need for follow-up service to youth after they leave school and before they make final employment adjustment. Most educators are agreed that it should be done, but too few of them do anything about it, largely because they have not the time, the personnel, or the funds for the work.

Of the schools that answered the questionnaire, only 13 per cent reported any effort to do planned follow-up work and 19 per cent thought that it was being done incidentally. Fifty-eight per cent stated that it was not done. About a third of the largest high schools and junior colleges had plans for follow-up of students after they are on the job or after they have left school.

TRAINING IN JOB SEEKING

Principals were asked to indicate the kind of instruction their schools give students on how to seek a job. As shown in Table 2, practically all the schools give instruction in some phase of job seeking and other phases receive attention in but a small part of the schools.

TABLE 2

**Percentage of California High Schools and Junior Colleges Giving
Instruction of Various Types in Seeking a Job**

Kind of Instruction	High Schools	Junior Colleges	Total Schools
How to write a letter of application-----	89	91	83
How to make personal interviews-----	84	86	78
How to fill application forms -----	75	82	71
How to dress when applying-----	76	91	71
How to enlist help of friends and relatives--	43	55	41
Proper places and offices at which to apply--	41	55	37
How to use want ads in newspapers-----	37	18	33
How to use public employment service-----	35	50	33
How to use private employment agencies--	34	36	33
How to advertise for a job-----	27	23	24
Provide lists of agencies interested in place- ment of youth-----	18	41	19
Make or show moving pictures on how to get a job-----	20	18	17

But little instruction and guidance is given by the average secondary school in California in those phases of job seeking that have promise of really adding to the youth's chances of employment. Some types of instruction given by the majority of schools were those that would be taught as a part of some regular high school or college class, such as English, while instruction in others would be obtained in orientation courses. A proper understanding of the federal and state employment agencies and the kinds of services they are prepared to give should be made available to all young people in schools.

DEMAND FOR TRAINED WORKERS

The principals were asked two related questions: (1) "Have you found a demand for trained workers in occupations for which you give training that exceeds the ability of your school to supply? If so, in what occupations?" (2) "For what occupation, if any, do you train more pupils than are demanded by industry?" Table 3 summarizes the answers to these questions.

Eighty-three per cent of the principals did not name any occupations where the demand exceeded the school's ability to supply. The 17

TABLE 3
Percentage of Secondary Schools Which Exceed or Fail to Supply
Demand for Trained Workers, by Kind of Job or Trade

Kind of Job or Trade	Supply in Excess of Demand	Demand in Excess of Supply
Commercial -----	3.0	9.5
Housework -----	0.5	0.5
Agriculture -----	3.0	1.0
Mechanics -----	2.0	3.8
Auto Repair -----	0.2	3.0
Woodwork Building Trades -----	3.0	2.8
Welding -----	1.0	0.3
Stenography -----	1.5	4.0
Bookkeeping Accounting -----	1.0	3.5
Aviation -----	0.2	0.3
Cosmetology -----	0.3	---
Drafting Design -----	0.5	0.8
Sheet Metal -----	0.2	---
Electrical -----	0.5	0.8
Music -----	0.5	0.3
Advertising -----	0.5	---
Clerical -----	0.5	---
Nursing -----	0.2	---
Teaching -----	0.3	---
Social Service -----	0.2	---
Laboratory Technician -----	0.3	---
Clothing -----	0.5	0.5
Petroleum Technician -----	0.3	0.3
Secretarial Work -----	0.2	0.5
Commercial Photography -----	0.5	---
Office Work -----	1.0	1.0
Engineering -----	0.3	---
Radio -----	0.2	---
Factory -----	---	0.3
Diesel Engineering -----	---	0.3
Civil Service -----	---	0.3
Printing -----	---	2.0
Communication -----	---	0.3

per cent of the principals who had found that the demand exceeded the supply named twenty-eight trades.

Seventy-four per cent of the 397 principals failed to name any occupation for which they trained more students than the occupations demanded, but 26 per cent of the principals named, in all, 22 occupations for which they trained more students than were wanted by industry or business.

The situation depicted in Table 3 is a reflection of the complexity of our economic structure and the vagueness with which it is understood by intelligent men. Co-ordination of occupational information and educational offerings on a state-wide or nation-wide scale is urgently needed.

CONCLUSION

The schools in California have varying programs of vocational guidance. Some schools are hardly aware of the need for guidance, others are doing ordinary traditional things in guidance, and others have well-planned and elaborate programs in operation. With some schools, the general pattern is that guidance is something incidental that may receive attention if the proper setting gives rise to it in some of its features. In others the program is a conscious one—the result of much research and planning.

Most school administrators are conscious of the need for vocational guidance; they have fair ideas of what it should consist; they are anxious to serve youth; but they feel that present funds and personnel are inadequate for a better program. No doubt lack of means is a real obstacle for some schools, but there is no question that much more could be done with present means if school officials studied better guidance practices and sought more accurate evaluation of the procedures followed.

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

WALTER F. DEXTER, Superintendent

CREDENTIALS POLICY ADOPTED

The State Board of Education on December 9, 1939 passed the following regulation concerning the granting of credentials.

It shall be the policy to grant an original credential, a new credential, subsequent to the lapsing of a credential previously held, or to renew an existing credential other than a credential authorizing service in special day and evening vocational classes, only when the applicant has within the preceding seven-year period completed at least six semester hours of collegiate work or has, during the same period, been engaged in educational work of a type which has acquainted the applicant with present-day educational practices.

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

NEW PUBLICATION

Suggestions for Safety Instruction in the Public Schools. Bulletin of the California State Department of Education, No. 12, December, 1939.

This publication has been prepared as a guide to teachers and administrators in the public schools of California in setting up and carrying on a safety instruction program as a part of the general curriculum.

The bulletin will be distributed free of charge to county, city, and district superintendents of schools, and to secondary schools. Additional copies will be furnished upon request to the Division of Textbooks and Publications.

Division of Research and Statistics

WALTER E. MORGAN, Chief

CORRECTION IN DIRECTORY OF CALIFORNIA SUPERINTENDENTS OF SCHOOLS, OCTOBER, 1939

This office has been advised by the district superintendent of schools of the Inglewood union high school district that he does not also serve as principal of the Inglewood union high school. Correction should therefore be made on page 16 of the 1939 directory of superintendents for the Inglewood union high school district to read as follows:

Inglewood union high . . . Harold O. Simar . . . High School-----

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

Departmental Opinions

Legality of Admission Charges for School Programs

Various questions relating to charges for admission to programs conducted in elementary schools have been received from public school officials by the California State Department of Education. Questions with the accompanying opinions on the legal issues involved are listed as follows for the benefit of school administrators.

1. Is there any legal authorization for the issuance of permits to lecturers or other individuals who wish to put on a program in the elementary schools for which the children pay or make a voluntary contribution?

Answer. No.

2. If there is not a permit for such lectures or programs, may they be given under the auspices of the school during school hours?

Answer. No.

3. If they may not be given during school hours, may they be given under school auspices after school hours and admission charged?

Answer. No.

4. May school funds be expended to pay for such lectures or programs and the children admitted free of charge either during or after school hours?

Answer. No.

5. May a program of this nature be given under the auspices of the P.T.A. after school hours or during school hours and an admission fee charged?

Answer. There is no authority in law for making any distinction between programs given during school hours under the auspices of parent-teacher associations and programs given under the auspices of the school district or any individual or other organization. There, therefore, does not appear to be any authority under which a program may be given by the P.T.A. during school hours and an admission fee

charged to pupils of the school. Such a program could be given after school hours under and in accordance with the provisions of the Civic Center Law (School Code sections 6.750 and following).

6. Putting the matter broadly, is there any authorization whereby programs of this nature may be given under the auspices of the school or of some allied organization such as the P.T.A.?

Answer. There is no authorization for the giving of programs during school hours for which an admission fee is charged pupils of the school, regardless of the organization, including the school district, under the auspices of which the program may be given.

The article "Out of School Agencies and the School Program," *California Schools*, August, 1937, by Aubrey A. Douglass, Chief, Division of Secondary Education, provides additional discussion of this general subject.

FOR YOUR INFORMATION

ROYALTY PROJECT FOR HIGH SCHOOL THEATERS

Through the medium of the Royalty Project of the National Theater Conference certain plays are available to high schools at reduced royalties. Such plays must have the recommendation of the American Educational Theatre Association.

The Royalty Project is a co-operative plan of the National Theater Conference designed to benefit the noncommercial theater. The Conference is financed by a grant from the Carnegie Foundation. Gilmore Brown of the Pasadena Community Theater is President of the organization.

The success of the Royalty Project depends upon its extensive support of high school teachers. Information concerning the advantages offered to high schools under the plan may be had by addressing the National Theater Conference, Western Reserve University, Cleveland, Ohio.

OBSERVANCE OF SOCIAL HYGIENE DAY

National Social Hygiene Day will be observed for the fourth time on February 1, 1940, according to the announcement of the American Social Hygiene Association.

National Social Hygiene Day affords a yearly occasion when the public and the professions in the various states and communities may review progress of the campaign against syphilis and map anew the strategy for another year.

Plans for the annual observance include 5,000 community and regional meetings over the country. Among other features, will be the release by the Association's National Anti-Syphilis Committee of a new sound motion picture on syphilis entitled "With These Weapons."

Health, civic, and welfare leaders as well as others desiring information concerning participation in Social Hygiene Day, and program and publicity aids, are asked to write to Social Hygiene Day Service, American Social Hygiene Association, 50 West 50th Street, New York.

SECURITY TOPIC OF BROADCAST

Six documented radio broadcasts designed to show how the American people, in their search for freedom from insecurity, have called upon local, state, and federal government to aid them are being offered by the United States Office of Education.

Broadcasts are presented on the Democracy in Action series over a coast-to-coast network of the Columbia Broadcasting System at 11 a.m. PST on Sundays.

Entitled "Fighting Insecurity," the broadcasts will be documented dramatizations based on intensive research and will be presented with the co-operation of the Social Security Board and the Columbia Broadcasting System. The following topics are announced for January:

- January 7. A Good Start in Life
- January 14. Caring for the Handicapped
- January 21. Security for the Aged
- January 28. Security—Today and Tomorrow

Beginning February 4, and continuing the long-range educational objective of five broadcasts concerning another vital problem, labor welfare, will be presented. From March 10 to June 2, thirteen broadcasts will be presented focusing attention on one of the most crucial problems of the day, housing. Other broadcasts are being planned.

OBSERVANCE OF NEGRO HISTORY WEEK

National Negro History Week is announced for February 11-17, 1940. The observance is sponsored by the Association for the Study of Negro Life and History which was founded by Carter G. Woodson in Chicago on September 9, 1915. The purposes of the Association are to collect sociological and historical data, to publish books on Negro life and history, to promote the study of the Negro through clubs and schools.

Posters and other literature bearing upon the observance may be obtained free of charge. Further information may be had from C. G. Woodson, 1538 Ninth Street, N.W., Washington, D.C.

NEW LISTENER AID BOOKLETS PROVIDED FOR EDUCATIONAL BROADCASTS

The World is Yours radio series, heard every Sunday afternoon from 1:30 to 2:00 p.m. PST over nearly eighty stations of the National Broadcasting Company's Red Network, will be paralleled by weekly illustrated bulletins.

J. W. Studebaker, United States Commissioner of Education, has announced the beginning of the publication plan by the United States Office of Education, Smithsonian Institution, the National Broadcasting Company, and Columbia University Press.

The new booklets, designed to promote the self-education of radio listeners, contain popularly written scientific articles prepared under

the direction of the Smithsonian curators, explanatory charts, graphs, and other illustrations, reprints from the scripts, as well as suggestions for additional reading. W. P. True, Editor of the Smithsonian Institution, supervises the preparation of the aids.

The first series of weekly supplements is planned through June, 1940. Subjects to be covered during January include: January 7, Rise of the Railroad; January 14, Winter Weather; January 21, Harnessing Electro-magnetism, and January 28, Volcanoes. Additional subjects will be announced soon.

This new service is conducted on a nonprofit basis by the co-operating organizations. The United States Office of Education, through which the booklets may be ordered, has announced a charge of 10 cents per copy (13 issues for \$1.00), to cover cost of handling and mailing, with special rates to educators or broadcasting stations wishing to supply weekly bulletins to schools, libraries, or civic study groups.

CALENDAR OF EDUCATIONAL MEETINGS

During 1939-40 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1939-40.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
January 27	California Elementary School Principals' Association, Northern Section	Chico
February 10	California Elementary School Principals' Association, Central Section	Fresno
March 15-17	California Association for Health, Physical Education, and Recreation, Annual Conference	Long Beach
March 17-20	California Elementary School Principals' Conference	Santa Barbara
March 18-19	Business Education, Annual Conference	Los Angeles Biltmore Hotel
March 18-20	Association of California Secondary School Principals, Annual Conference	Long Beach
March 30-April 5	Music Educators National Conference	Los Angeles
April 4-6	Pacific Arts Association Convention	Pasadena
April 12, 13	Annual Meeting, California Educational Research Association, Northern Section	Chico State College
April 20	California Elementary School Principals' Association, Central Coast Section	San Luis Obispo
April 27	California Elementary School Principals' Association, Southern Section	Burbank
May 4	California Elementary School Principals' Association, North Coast Section	Garberville

EDUCATIONAL BROADCASTS

Broadcasts Sponsored by the California State Department of Education

Tuesday: 9 p.m.—Adventures on the High Seas KRE
Wednesday: 8 p.m.—Golden Days KRE
Wednesday: 10 p.m.—Pageant of Youth KLX
Thursday: 10 p.m.—With Reason and Rhyme CBS
Friday: 8 p.m.—Adventures in Science KLX
Saturday: 3:45 p.m.—Education Today NBC Blue

Alameda School of the Air

Monday: 1:30 p.m.—My Travels KLX
Tuesday: 1:30 p.m.—United States History Program KLX
Wednesday: 1:30 p.m.—California History Program KLX
Thursday: 11:15 a.m.—Sonny's Magic Merry-Go-Round KLX
1:30 p.m.—Industrial Geography KLX
Friday: 1:30 p.m.—The Workshop KLX

Broadcasts Sponsored by the United States Office of Education

Tuesday: 11 a.m.—Gallant American Women NBC Blue¹
Saturday: 1:30 p.m.—What Price America CBS¹
Sunday: 11 a.m.—Democracy in Action CBS
Sunday: 1:30 p.m.—The World Is Yours NBC Red¹

Broadcasts Sponsored by the California Congress of Parents and Teachers

Friday: 1:00 p.m.—Family Life Series MBS¹
Dec. 8—Our Best Always
Dec. 15—And We Hope to Choose Wisely

Selected Educational and Entertainment Broadcasts

Sunday

8:30—Music and American Youth NBC Red
9:30—American Wildlife MBC
10:00—Ted Malone's Pilgrimage in Poetry NBC Blue
10:30—On Your Job NBC Red
11:30—Chicago U Roundtable NBC Red
1:30—Adventures in Science CBS
1:30—Pursuit of Happiness CBS
5:00—American Forum of the Air MBC
6:00—A Bookman's Notebook NBC Blue
6:00—Sunday Evening Hour CBS
7:30—Orson Welles Dramatic Program CBS
9:45—University Explorer NBC Blue

Monday

9:30—Farm and Home Hour NBC Red
11:00—Adventures in Reading NBC Blue
12:30—Agricultural Program NBC Red
1:30—Curtis Institute of Music CBS
2:30—American School of the Air—Frontiers of Democracy CBS

¹NBC Red Network—KPO, KFI, KWG; NBC Blue Network—KGO, KECA, KSFD; CBS—KSFO, KNX; MBC—KFRC, KHJ.

Tuesday

- 9:30—Farm and Home Hour NBC Blue
- 12:30—Agricultural Program NBC Red
- 2:30—American School of the Air—Folk Music of America CBS
- 6:00—Cavalcade of America NBC Red and Blue Networks
- 6:30—Meet Edward Weeks NBC Blue

Wednesday

- 9:30—Farm and Home Hour NBC Red
- 11:00—Music for Young Listeners NBC Blue
- 12:30—Agricultural Program NBC Red
- 2:30—American School of the Air—New Horizons CBS
- 6:30—Hollywood Playhouse NBC Blue

Thursday

- 9:30—Farm and Home Hour NBC Red
- 11:00—Standard School Broadcast NBC Blue
- 11:00—Ideas that Came True NBC Blue
- 12:30—Agricultural Program NBC Red
- 2:30—American School of the Air—Tales from Far and Near CBS
- 6:00—Rochester Philharmonic Orchestra NBC Blue
- 6:30—Town Meeting of the Air NBC Red
- 7:30—Americans at Work CBS
- 8:30—Standard Symphony Hour NBC Red

Friday

- 9:30—Farm and Home Hour NBC Red
- 11:00—NBC Music Appreciation Hour NBC Blue
- 12:30—Agricultural Program NBC Red
- 1:30—Men Behind the Stars CBS
- 2:30—American School of the Air—This Living World CBS
- 3:00—Torch of Progress NBC Red

Saturday

- 9:00—Milestones in Music NBC Red
- 9:00—American Education Forum NBC Blue
- 9:30—Farm and Home Hour NBC Red
- 11:00—Metropolitan Opera NBC Blue
- 3:30—What's Art to Me CBS
- 4:00—People's Platform CBS
- 4:30—Art for Your Sake NBC Red
- 7:00—NBC Symphony Orchestra NBC Blue

PROFESSIONAL LITERATURE

REVIEW

HORN, JOHN LOUIS, *The Education of Your Child*. Stanford University, California: Stanford University Press, 1939. Pp. xvi+208.

Many parents stand in need of professional advice on specific questions having to do with that part of their childrens' education which takes place in schools. Many parents are ready to use such advice in printed form. Few professional workers in California are better qualified to make a comprehensive analysis of typical problems of school education than the author of this book. He is familiar with the theories and practices in schools and with the misgivings and appreciations of parents.

In the light of his scholarship and broad experience, he has written a timely book on practical problems of education which concern parents. The entire book does what he sets out to do—it follows the typical growth of children, rather than a topical organization of the material. It is valuable as a reference book for both parents and teachers, giving a survey of the whole sweep of a typical child's experience. The author raises the following questions and discusses them for the benefit of his readers. How may we judge the schools for young children? What is the meaning of differences in the intelligence of children? What should parents and teachers do for dull children? How can parents and teachers help bright children most effectively? What do parents need to know about present-day theory about "learning to read"? How can parents best "help" in the school's program for children in relation to arithmetic, writing and spelling? What are the speech arts? What place have music and graphic arts in our lives at present? What do schools do for character development in which homes should cooperate intelligently?

Another section of the book considers the subject, "The Child of Average Ability in High School and College" and the problems which arise for the parents.

Whether a reader agrees with Dr. Horn's statements on education or not, he will have a clearly stated point of view upon which to base his thinking.

GERTRUDE LAWS

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